**Job Description**

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|  | **Post Title** | Learning Support Assistant |
| **School** | Malorees School |
| **Location** | As required across the Federation |
| **Grade** | Scale 3 Point 5 £21,575 + LW £2,094 = £23,669  (pro rata salary £19,377) |
| **Reports to** | Headteacher |
| **Restricted** | No |

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| * **Job Purpose:**   *(Summary of the overall purpose of the job)*   * To support all teaching and learning taking place at Malorees School * To support interventions in the areas of Special Educational Needs (SEND), English as an Additional Language (EAL) and Inclusion, which ensures the highest standards of learning and achievement for all pupils. * To work under the guidance of a teacher/senior staff within an agreed system of supervision, to provide key support for agreed learning activities. This will involve assisting teachers in the planning, preparation and delivery of learning activities for individual or groups of pupils, as well as own planning, preparation and delivery of learning activities under the guidance of a teacher / senior staff. * To provide lunchtime cover * To monitor, assess, record and report on progress, development and achievements of pupils. * To assist a teacher/senior leader in managing a school improvement strand / specialist area. * To be an excellent role model of the Teaching Assistant standards. * To provide intimate care when necessary to pupils, under the guidance of senior staff, and following school policy and procedures. |

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| **Principal Accountabilities And Responsibilities:**   * Organise availability of resources/equipment * Work in classes under the direction of teachers * Support teachers by working closely with them in managing students’ behaviour * Prepare resources as requested by teachers * Carry out any reasonable requests from managers * Supporting in class, working 1:1 or in small groups * Implement structured and agreed learning activities and teaching programmes for individuals and groups of pupils across the federation in specialist areas including: Special Educational Needs (SEND), English as an Additional Language (EAL) and Inclusion * Assist the teacher/senior leaders in undertaking assessments of the needs of pupils to support their learning. * Develop and implement Individual Education/Behaviour Plans and Personal Care and support and mentoring programmes in partnership with a teacher/senior leader / Teaching Assistant. * Administer and invigilate tests and exams, and assess and mark tests and pupils’ work. * Deal with accidents, emergencies and illness * Break time supervision * Adjust learning activities and teaching programmes to take account of pupil needs and responses. * Use specialist (curricula/learning) skills/training/experience to support pupils’ learning. * Establish productive working relationships with pupils, acting as a role-model and setting challenging expectations * Promote and employ strategies to enable the inclusion and acceptance of all pupils, encourage self-esteem, and recognise and reward independence and self-reliance. * Promote positive values, attitudes and pupil behaviour, working within the school’s disciplinary policy to anticipate and manage behaviour constructively, promote self-control, self-regulation and independence and encourage pupils to take personal responsibility for their behaviour. * Help to organise and manage a positive and appropriate inclusive learning environment and use of resources. * Support the role of parents/carers in pupils’ learning, and as directed by the teacher / senior leader, contribute to and/or lead meetings with parents/carers to provide constructive feedback on the progress, development and achievements of pupils. * Comply with and assist in the development of policies and procedures, and report all concerns to an appropriate person, in respect of:   + - Child protection and safeguarding,     - Health, safety and security,     - Confidentiality, and Data protection. * Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop. * Undertake these duties within agreed departmental service/school objectives, policies and procedures and promote the Council's Equal Opportunities Policy. |

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| **Person specification**  Although no formal qualifications are required, it is essential that the post holder has prior experience of working with children of school age in either a paid or voluntary capacity.  On-going training is integral to this role; the post holder will be expected to undertake relevant training as identified by the Deputy Head Teachers/Head Teacher, including the following:  • Positive handling  • First Aid  • Safeguarding children  • Educational therapy plus other training organised by the Malorees school  These duties and responsibilities should be regarded as neither exclusive nor exhaustive as the postholder may be required to undertake other reasonably determined duties and responsibilities, commensurate with the grading of the post, without changing the general character of the post  All posts are subject to an enhanced Police Disclosure and Barring Check (DBS -December 2012) |